The ICFAI University, Tripura

Ethics Policy

The ICFAI University Tripura expects all its members to follow the highest standards of academic ethics. This document describes how these standards are to be implemented. It is advisable for all academic members (including faculty, doctoral or project researchers and students at all levels) & Non-teaching staff to familiarise themselves with its contents.

These guidelines apply in many possible contexts including teaching, conducting research, publishing papers, training and administration. Attention is given to a variety of situations where accidental or deliberate misconduct can occur. In the event of any allegation or possibility of misconduct having occurred, the appropriate remedial and/or disciplinary procedures are described herein.

1. Teaching & Training

1.1 Student admission should involve a fair procedure that is explicitly spelt out in advance. When assessments involve interviews, student selection, it has to be accepted that subjective academic judgements are involved. However, care must be taken to avoid considerations unrelated to the student's merit, as well as conflicts of interest.

1.2 Ethics in teaching and learning

IUT faculty members should aim for the highest quality in their course content and teaching methodology. The procedure by which a course will be assessed should be made clear to students at the outset. For the evaluation of projects and theses based on seminars/interviews, subjective academic judgements are inevitable but, as above, care must be taken to avoid introducing extraneous considerations. Assignments, tests, exams and related activities must be carried out strictly in accordance with the provided guidelines. Attempting to use any unauthorised materials or information, or copying or stealing from another student or any other source, is ethically unacceptable.
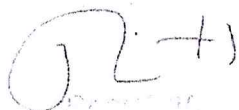
2. Confidentiality

Several aspects of academia require the maintaining of strict confidentiality. The proceedings and Minutes of certain meetings, as also assessments for hiring and promotion, are not to be discussed publicly. It is particularly important for the health of the Institute that candidates about whom positive or negative comments are made in confidence by specific members should not hear about these in a way that can create resentment or an inappropriate sense of obligation. Unauthorised circulation of confidential Minutes or other privileged communications, within or outside the Institute, amounts to a serious breach of academic ethics.
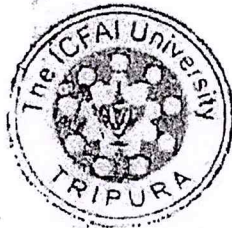
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Kamalghat, Tripura (West)

3 Sharing of facilities

Equipment installed at IUT is expected to be shared in a collegial spirit with colleagues who require access for their own research, as long as such access does not impede the original purpose for which the equipment was purchased. In such situations, the In-charge of the facility can decide on details such as who actually operates the equipment and at what times, as long as sharing is willingly facilitated and transparent procedures are in place.

4. Authorship

The authorship of publications is a very important issue since it is the way in which researchers receive credit for their contributions. All listed authors of a publication should have contributed significantly to it. It is inappropriate to offer "guest authorship" to anyone who has not made any significant contribution. Likewise, it is wrong to exclude from authorship anyone who deserves to be an author. It is unethical to include anyone as an author of a paper without their knowledge and clear consent. Depending on the field, the order of authorship can also be important. Deliberate failure to follow these criteria would be treated as ethical misconduct, not only towards the journal but also towards IUT.
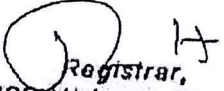
5 Plagiarism

The use of someone else's work in one's own is not by itself unethical. A limited amount of textual material in someone else's paper can be copied if it is clearly marked as a quote (typically by enclosing it within quotation marks) and the source is explicitly cited where the quote starts or ends. Alternatively, text may be paraphrased with a general indication of where the concepts originated. Occasional re-ordering or substituting of words is not sufficient to count as paraphrasing: the recommended procedure is to read and understand the source material, then put it away and express the idea in one's own words. Besides textual material, the incorporation of ideas, figures, graphs etc from other sources in a manner that conveys a false impression that they are original amounts to plagiarism. Plagiarism is an issue not only for scientific publications but also internal reports, textbooks, monographs and grant proposals, Project Report. The considerations above apply equally in all these cases.
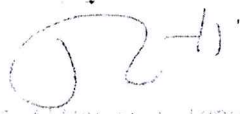
6. Reporting of misconduct

Suspected ethical misconduct at IUT must be reported to the Reporting Authority. There will be no reprisal for complaints made in all sincerity and good faith, even if they later turn out to be unfounded. However, complaints that turn out upon investigation to have been falsely made with deliberate intent to malign the accused will be treated as a serious form of ethical misconduct. The action will be taken as per the university act.

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Course Name: **Research Methodology and Statistical Applications**

Course Code: RMSA413

Credits: 04

Number of sessions: 45   **Marks: 100**

Learning Objectives:
- To enhance the abilities of learners to undertake research in business & social sciences
- To enable the learners to understand, develop and apply the fundamental skills in formulating research problems
- To enable the learners in understanding and developing the most appropriate methodology for their research
- To make the learners familiar with the basic statistical tools and techniques applicable for research.
- To enhance the employability of the students.

Learning Outcomes:
On successful completion of this course students will be able to:
- Apply an advanced understanding of business research design options, methodologies and analysis methods project.
- Distil an identified business problem into a succinct research problem and articulate this into a comprehensive research
- Grow decision making power to apply a broad understanding of issues specific to undertaking business research across international boundaries.
- Recognized, and take account of, the importance of ethical conduct in undertaking research, including potential implications for business relationships.

Unit-1: Introduction to Research
1. 1. Features and Importance of research in business, Objectives and Types of research-Basic, Applied, Descriptive, Analytical and Empirical Research.
1. 2. Formulation of research problem, Research Design, significance of Review of Literature.
1. 3. Hypothesis: Formulation, Sources, Importance and Types
1. 4. Sampling: Significance, Methods, Factors determining sample size

Unit-2: Research Process
2. 1. Data Collection: Primary data: Observation, Experimentation, Interview, Schedules, Survey,
2. 2. Limitations of Primary data
2. 3. Secondary data: Sources and Limitations,
2. 4. Factors affecting the choice of method of data collection.

2. 5. Questionnaire: Types, Steps in Questionnaire Designing, Essentials of a good questionnaire

Unit-3: Data Processing and Statistical Analysis

3. 1. Data Processing: Significance in Research, Stages in Data Processing: Editing, Coding, Classification, Tabulation, Graphic Presentation

3. 2. Statistical Analysis: Tools and Techniques, Measures of Central Tendency, Measures of Dispersion, Correlation Analysis and Regression Analysis.

3. 3. Testing of Hypotheses –Parametric Test-t test, f test, z test, Non-Parametric Test - Chi square test, ANOVA, Factor Analysis

3. 4. Interpretation of data: significance and Precautions in data interpretation

Unit-4: Research Reporting and Modern Practices in Research

4. 1. Research Report Writing: Importance, Essentials, Structure/ layout, Types

4. 2. References and Citation Methods:
APA (American Psychological Association)
CMS (Chicago Manual Style)
MLA (Modern Language As Footnotes and Bibliography

4. 3. Modern Practices: Ethical Norms in Research, Plagiarism,

Unit-5: Modern practices in Research

5. 1. Role of Computer in Research

5. 2. Datasheet preparation –coding

5. 3. Application of Statistical software –Excel.

5. 4. Introduction to SPSS, creating data Sheet using SPSS

5. 5. Case analysis using SPSS

References:

- *Research Methodology, Methods and Techniques by C.R Kothari.*
- *Sriwastava, S. C. : Foundation of Social Research and Economics Techniques, Himalaya Publishing House, 1990*
- *Research Methodology –Text and Cases with SPSS Applications, by Dr S.L. Gupta and Hitesh Gupta, International Book House Pvt Ltd*
- *Chou, Ya-Lun : Statistical Analysis with Business and Economics Applications, 2ndEds., New York, Hold Rinchart and Wrintston, 1974.*
- *Research Methods in Economics and Business by R. Gerber and P.J. Verdoom, The Macmillan Company, New York*
- *Statistical Analysis with Business and Economics Applications, Hold Rinehart & Wrintston, 2ndEdition, New York*

ICFAI University Tripura
Doctor of Philosophy (Ph.D)
Course Work

Course: Research Methodology			Semester I
Course Code: REM£901	L T P	4 0 0	Credits: 4

Introduction

Meaning, objectives and significant of research, Objectives of research, Motivation in research, Types of research, Research approaches, Significance of research, Research methods versus methodology, Research and scientific method, Research process, Features of good research, Problems encountered by researchers in India

Learning objectives

This course is designed to facilitate scholars to

- Categorize and elucidate the role and significance of research.
- Impart knowledge about the issues and concepts relevant to the research process
- Identify and discuss the multifaceted issues innate in selecting a research problem.
- Understand issues related to selecting an suitable research design
- To impart impetus for identifying the concepts and procedures of sampling, data collection, analysis and reporting

Learning Outcomes

By the end of the course scholars should be able to

- Demonstrate the capacity to decide methods suitable to research aims and objectives
- recognize the limitations of particular research methods
- Expand ability in qualitative and quantitative data analysis and its presentation
- Build up sophisticated critical judgment skills
- Develop enhanced writing skills in research.

Unit-I: Introduction

Scientific Inquiry, Scientific method, Meaning, objectives and significant of research, Motivation in research, Variables in Research, Types of research, Research approaches, Significance of research, Research objectives, Basic Assumptions. Hypotheses, Types of Hypotheses, Writing Research Hypotheses, Basic Assumptions, and Hypotheses, Research methods versus methodology, Research and Research process, Features of good research, Problems encountered by researchers in India.

Unit-II: Defining the Research Problem and Review of Related Literature

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Nature of research problem, selecting the problem, Necessity of defining the problem, Techniques of defining a problem, Illustration for defining the research problem, Importance of working with literature, finding literature, managing literature, using literature, formal literature, and identification of research gap

Unit-III: Research Design and Sampling Design

Meaning of research design, Need for research design, Features of a good design, Major concepts relating to research design, Different research designs, Implications of a sample design, Steps in sampling design, selecting a sampling procedure, Characteristics of a good sample design, Types of sample designs.

Unit-IV: Measurement and Scaling Techniques

Measurement in research, Measurement scales, Sources of error in measurement, Tests of sound measurement, Technique of developing measurement tools, Scaling, Meaning of scaling, Scale classification bases, Major scaling techniques, Scale construction techniques, Types and sources of data, Methods of Collection of Data.

Unit-V: Execution of the research Report Writing

Data processing and analysis strategies, Data analysis with statistical packages, Hypothesis-testing, Generalization and interpretation, Statistical modeling and analysis, Probability distributions, Uses of Microsoft Excel and SPSS for data analysis.   Types of report, Technical reports and thesis, Scientific writing: Scientific Document, Organization and writing of research paper, Writing review articles, Presentation of research: Oral and Written (abstracts/synopsis), and referencing styles

PhD Program outcomes

Upon completion of the PhD program, students will be equipped with the following Program outcomes:

Global Information Consciousness: Students will discover how complex, interdependent global systems—including informational, social, and technical—affect and are affected by the characteristics and behavior of individuals, communities, and institutions.

Intellectual Reasoning and Knowledge: Students will acquire broad and deep expertise including knowledge and skills, across subfields of information science. This includes the ability to engage with, plan, and conduct interdisciplinary research.

Creative Inquiry and Discovery: Students will apply their knowledge and skills to promote this inquiry, discover solutions, generate new ideas, and communicate their research includes conducting independent and exemplary research, presenting their work in public settings, and publishing their work in a peer-reviewed venue.

Social and Cultural Awareness and Understanding: Students will develop a critical and reflective orientation toward such social and cultural differences as race, indignity, gender, class, sexuality, language, and disability. This includes the ability to conduct ethical and

References:

- Business Research Methods, William G. Zikmund, Barry J. Babin, Jon C. Carr, Mitch Griffin, Cengage Learning
- Approaches to social research, Royce Singleton. Bruce C. Straits, Margaret Miller Straits. Oxford University Press

Note:

All the contents of Unit-V will be for suitable for Management/ Education/ Psychology department. For other Departments like Law, Basic Science, and language Schools some Subject Specific contents should be included.

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Kamalghat, Tripura (West)

Ref: IUT/Reg/Notice/23-24/D-389 (I)

Date: 01/03/2024

Office Order

IUT Research Advisory Committee has been re-formed; and composition of the committee is given below:

Research Advisory Committee

Sl No.	Name
1	Dr. Biplab Halder - Chair
2	Dr. A Ranganath
3	Dr. Priyangshu Rana Borthakur
4	Dr. Dhananjoy Datta (Convenor)
5	Dr. Subhashis Chatterjee (Dean Academic)
6	Dr. Prasanjit Dasgupta-FMC
7	Dr. Prem Shankar Srivastava- FoE
8	Dr. Sujit Deb- FMC
9	Dr. Surjya Kanta Paul-FoPE&Y
10	Dr. Sovan Ghosh - Physics
11	Dr. Arnab Ghosh- Mathematics
12	Dr. Poonam Mukharjee- FLA
13	Dr. Raghunath Chakraborty -ILS
14	Dr. Subhrajyoti Deb- CA
15	Dr. Saptarshi Chakraborty -CSE
16	Dr. Madhumita Chakraborty - FLA
17	Dr. Tufan Singha Mahapatra (Chemistry)
18	Dr. Biraj Sarkar (FAHSc)

The convener of the committee will conduct meeting with proposed activities and organize the activities as per requirement by making sure that meeting is conducted at least once in month with desirable targeted outcome and will submit the minutes of the meeting. Status report is to be submitted at the end of month for including in the monthly MIS.

This is with the approval of competent authority.

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Kamalghat, Tripura (West).

Cc for information to:
1. All the committee members for information & n/a
2. The Vice Chancellor, IUT for kind information please.
3. Registrar office for record.
4. Guard File.

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Kamalghat, Tripura (West)

The ICFAI University, Tripura
Ph.D. Programme, ICFAI Technical School

Course: Research Publication & Ethics	Semester: II
	Credits: 2

Objectives of the Course:

- To familiarize participants with basic of research and the research process.
- To enable the participants in conducting research work and formulating research synopsis and report.
- To develop structured approach to ethical decision making and practice.
- To impart comprehensive knowledge on professional codes of ethics.

Course Outcomes:

At the end of this course, the students should be able to:
- Demonstrate comprehensive knowledge of ethical theory relevant to science and technological research.
- To acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting, and scientific misconduct.
- Apply ethical theory to research design, methods and interpretation.
- Write summary critiques of primary resources.
- To acquire skills of presenting arguments and results of ethical inquiries.
- Publish research articles in various national and international journals, conference proceedings, books and book chapters.

UNIT – I (8 hrs.)

Ethics: definition, moral philosophy, nature of moral judgments and reactions. Ethics with respect to science and research. Intellectual honesty and research integrity. Scientific misconducts: falsification, fabrication, and Plagiarism (FFP). Redundant publication: duplicate and overlapping publications, salami slicing. Selective reporting and misrepresentation of data.

UNIT – II (7 hrs.)

Publication ethics: definition, introduction and importance; Best practices / standards setting initiaves and guidelines: COPE, WAME etc. Conflicts of interest; Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types; Violation of publication ethics, authorship, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals.

UNIT – III (4 hrs.)

Open access publishers and initiatives; SHERPA/RoMEO online resource to check publisher copyright and self-achieving policies; Software tool to identify predatory publications developed by SPPU; Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

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UNIT – IV (4 hrs.)

Group Discussions: Subject-specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals – examples and fraud from India and abroad;

Software Tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools.

UNIT – V (7 hrs.)

Databases: Indexing databases, Citation databases – Web of Science, Scopus, etc;

Research Metrices: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrices: h-index, g index, i10 index, altmetrice.

Books & References:

1. Bird, A. (2006). Philosophy of Science, Routledge.
2. MacIntyre, Alasdair (1967) A Short History of Ethics.
3. P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN: 978-9387480865
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academic Press.
5. Resnik, D.B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1–10.
6. Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179–179.
7. Indian National Science Acadeny (INSA), Ethics in Science Education, Research and Governance (2019), ISBN: 978-81-939482-1-7.

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Curriculum Framework

Bachelor of Art/Bachelor of Commerce/
Bachelor of Science Bachelor of Education Special Education
B.A./B.Com./B.Sc.B.Ed.Spl.Ed.

Norms, Regulations & Course Content

March,2017

Effective from Academic Session 2017-18
Four Years Duration

भारतीय पुनर्वास परिषद

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Kamalghat, Tripura (West)

Rehabilitation Council of India
B-22, Qutab Institutional Area,
New Delhi - 110 016

Email: rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in

www.rehabcouncil.nic.in

may work as Special Educators in various Special/Regular/Integrated/Inclusive schools, National & International NGO's also be a member of Rehabilitation Centre/ Hospital.

12. Eligibility to Offer this programme:

Only University shall be permitted to offer this programme.

COURSE WISE PROGRAMME STRUCTURE
BACHELOR OF EDUCATION SPECIAL EDUCATION

FIRST SEMESTER

Course Title	Lectures (L) Hours Per Week	Tutorial (T) Hours Per Week	Practical (P) Hours Per Week	Total Hours	Total Credit
Nature and Needs of Various Disabilities	3	1	-	60	4
Family, Community and Children with Disabilities	3	1	-	60	4
Educational Psychology and Persons with Disabilities-I	1	1	-	30	2
Practical: • Institutions visit	-	-	2	30	1
			Total	180	11

SECOND SEMESTER

Educational Psychology and Persons with Disabilities-II	1	1	-	30	2
Educational Planning and Management, Curriculum Designing and Research	3	1	-	60	4
Cotemporary India and Education	3	1	-	60	4
Practical: • Psychology Practical	-	-	2	30	1
			Total	180	11
Summer Internship I (Intellectual Disability)					

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Kamalghat, Tripura (West)

4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.

4.5 TLM: Importance, need and guidelines on use of TLM with reference to various Disabilities.

UNIT5: Educational Research   **(10 Hours)**

5.1 Definition, Need and scope of educational research

5.2 Principles of Research in Education.

5.3 Types of research - fundamental, applied and action

5.4 Tools of research.

5.5 Single subject Research design.

UNIT6: Educational Evaluation   **(10 Hours)**

6.1 Definition, Meaning, scope and types of evaluation.

6.2 Various types of tests.

6.3 Characteristics of a good test

6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); StandardDeviation, Rank Order Correlation.

6.5 Presentation of data - graphs, tables and diagrams.

Suggested Readings:

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
- Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
- Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
- Tara Chand. (1992). Educational Technology. Anmol Publication.
- Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
- Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
- Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
- Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
- Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
- Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.

Curriculum Framework

Master of Education - Special Education

M.Ed.Spl.Ed.

Norms, Regulations & Course Content

May, 2015

Effective from Academic Session 2015-16
Two Years Duration

भारतीय पुनर्वास परिषद

Rehabilitation Council of India
B-22, Qutab Institutional Area,
New Delhi - 110 016
Email: rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in
www.rehabcouncil.nic.in

AREA A - CORE COURSES

Course Code	Title	Credits	Marks
A1	Developments in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education - In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	28	700

AREA B - SPECIALIZATION COURSES

Course Code	Title	Credit	Marks
B8	Identification, Assessment and Needs of Children with.....*	4	100
B9	Curriculum And Teaching Strategies for Children with.....*	4	100
B10	Adulthood and Family Issues	4	100
B11	Therapeutics and Assistive Devices**	4	100
	Total	16	400

Specific Disability in which M.Ed.Spl.Ed. Programme is being offered.

** *As per the need of disability different title has been used.*

AREA C - ELECTIVE COURSES

Note: Any one to be offered

Course Code	Title	Credit	Marks
C12	Educational Management	4	100
C13	Educational Technology	4	100
C14	Guidance and Counselling	4	100
	Total	4	100

AREA D - DISSERTATION

Course Code	Title	Credit	Marks
D	Dissertation	16	400

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

Course Code	Title	Credit	Marks
E1	Related to Specific Disability	4	100
E2		4	100

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Course Details

AREA A

CORE COURSES

Course Code	Title	Credit	Marks
A1	Developments in Education and Special Education	4	100
A2	Psychology of Development and Learning	4	100
A3	Research Methodology and Statistics	4	100
A4	Curriculum Design & Development	4	100
A5	Inclusive Education	4	100
A6	Perspectives in Teacher Education – In-service & Pre-service	4	100
A7	Educational Evaluation	4	100
	Total	**28**	**700**

RESEARCH METHODOLOGY AND STATISTICS

Course Code: A 3   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course aims to develop within the student a temperament for scientific thinking and research. It orients the student to the methods of conducting research, analysis of data, and enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.

Objectives

After completing the course teacher educators will be able to

- *Develop a conceptual understanding of research, its need and ethical research practices.*
- *Describe the types, methods and process of research.*
- *Apply statistical techniques for analysis of data.*
- *Explain the methods and techniques of qualitative research.*
- *Prepare research proposal and report.*

Unit 1: Scientific Knowledge and Research

1.1   Sources and philosophy of knowledge
1.2   Scientific thinking and research
1.3   Role of theory in research
1.4   Need for research in Education and Special Education
1.5   Ethics in research

Unit 2: Types and Methods of Research

2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action
2.2 Methods of Research:

- Descriptive
- Correlational
- Ex-post facto
- Experimental; Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design

2.3 Variables- Types and threats
2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis
  - Instruments; tests, questionnaire, interview, observation schedule, rating scale
  - Data collection and analysis